

Profile

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Gifted Education Plan Assurance

1. Describe your district's Child Find public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

The Conewago Valley School District (CVSD) is aligned with the requirements in 22 PA Code 16.21, 16.22 (c) to locate and identify all students within the District thought to be gifted and in need of specially designed instruction. The CVSD conducts yearly child find activities to identify all students who are thought to be gifted and in need of specially designed instruction. The CVSD posts the annual Child Find on the district website. The Lincoln Intermediate Unit #12 (LIU) provides additional copies of the notice to the special education administrators in the district. The Pennsylvania Department of Education Website and Program Guidelines resource document is posted on the Conewago Valley School District's website for reference. The CVSD Student and Parent Handbooks reference our gifted program as well.

2. Describe your district's screening process for locating students who are thought to be gifted and may need specially designed instruction. Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in screening. If the district uses a matrix/rubric, include the matrix in this section.

The Conewago Valley School District strives to recognize the unique abilities, talents, and needs of mentally-gifted students who require special education considerations. The CVSD utilizes a screening protocol for locating students who are thought to be gifted and in need of specially designed instruction. CVSD personnel gather data from multiple sources to determine if a gifted evaluation is warranted. In order to ensure all domain areas are measured, multiple screening tools are used, including, but not limited to Acadience (K-6), the CogAT screener (Grade 2), Curriculum Based Assessments (K-3), classroom assessments, IXL or CDT Diagnostic Assessments, PSSA and/or Keystone Exams, as well as other district identified assessments based upon the student's individual needs. CVSD conducts data analysis with the gifted education teacher, school psychologist, school counselor, teachers, and administrators to assist in identifying students potentially in need of gifted support services. When conducting data analysis, the team looks at multiple criteria, including achievement test scores in one or more content areas, IQ screening score in the very high to extremely high ranges, and above grade level performance. If additional information is needed, the school psychologist or designee will administer the tests needed to gather that information. The results of the screening will help the team determine if a comprehensive evaluation is needed. If the team determines the need for a comprehensive evaluation, the district should initiate the Gifted Multidisciplinary Evaluation (GMDE) and contact parents to obtain consent for an initial evaluation. A Parent/Guardian may request an evaluation verbally or in writing at any time, with the limit of one request per school term. In the event that the LEA agrees with the request, the parent/guardian will receive a GPTE within 10 calendar days of the ORAL request OR a NORA which states the reason the LEA is denying the request. Once the District receives written consent to proceed with the initial evaluation, the Gifted Written Report (GWR) is completed and presented to parents no later than 60 calendar days of the date of receipt. If the student is eligible for Gifted Education Services, a GIEP (Gifted Individualized Education Plan) is developed within 30 calendar days of the GWR. Following the meeting, the GIEP will be implemented no more than 10 calendar days after the NORA (Notice of Recommended Assignment) is signed. The NORA must be presented to the parent within 5 days of the meeting. Parents/Guardians have 10 calendar days to respond to the NORA if mailed and 5 days to respond if presented in-person at the meeting.

3. Describe your district specific process for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in the evaluation process. If the district uses a matrix/rubric for evaluation that is different from the one described in Question 2, include the different matrix in this section.

The Conewago Valley School District determines the student's educational strengths through a screening and evaluation process. At any point in the process, a

parent may request an evaluation within the limit of one request per school term. If a parent request is made verbally or in writing to any professional employee or administrator of the District, the individual will notify the school psychologist, building administrator and/or the Department of Special Education immediately. A parent request triggers the Gifted Multidisciplinary Evaluation process. The parents or guardians will receive a Gifted Permission to Evaluate form within 10 calendar days of the verbal or written request. Once the parent or guardian has signed the Gifted Permission to Evaluate (PTE), a school psychologist will administer nationally standardized and normed cognitive and achievement tests. They will also gather teacher and parent input. The Conewago Valley School District has procedures to determine whether a student is mentally gifted. The term mentally gifted includes a person who has an intelligence quotient of 130 or higher or who also meets multiple criteria set forth in the Department of Education Guidelines. A person with an intelligence quotient lower than 130 may be admitted to the gifted program when other educational criteria in the profile of the person strongly indicate gifted ability. When looking at qualification for the Gifted Program, there are several factors considered: The first prong is the Intelligence Quotient (IQ). When assessing cognitive ability, the school psychologist will look at the Full Scale IQ (FSIQ) and/or Alternative Indexes (e.g., Nonverbal Index, Verbal Expanded Crystallized, Expanded Fluid Index, Expanded General Ability Index) from the WISC-V or other nationally normed test of cognitive ability. If the FSIQ or Alternative Index is equal to or above 130 then the student is considered for eligibility under mentally gifted. If FSIQ or Alternative Index is not over 130, the psychologist will then examine additional prongs in the district's eligibility matrix. The Second Prong is academic performance. The school psychologist will examine scores obtained on the Math, Reading and/or Written Expression subtests from the WIAT 4 or other nationally normed test of academic achievement. Typically, the Gifted Multidisciplinary Team will consider students whose scores fall in the above average range (based on points earned in the Matrix). As part of the evaluation process, parent and teacher questionnaires are provided to all parties. The input forms ask parents and teachers to identify specific learning strengths, areas of interests and rates of acquisition and retention. To qualify for gifted services, the student needs to have achieved a cognitive score of 130 (either through FSIQ or Alternative Index) or multiple criteria will be considered. The student can be found eligible for gifted support in ELA only, math only and/or both. The basis for making determinations are included in the GWR and includes teacher report, parent report, rates of acquisition and retention, learning strengths, aptitudes, interests, expertise, higher level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, technology expertise, and ability and achievement testing based on the weighted Matrix.

4. Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word “programs” refers to the CONTINUUM OF SERVICES, not one particular option. Describe what acceleration means and how it is applied in each of the grade spans (EL, MS,HS). Describe what enrichment means and how it is applied in EL,MS,HS. (i.e. there are 20 forms of acceleration- which ones are offered in the district and at which grade spans are they offered).

The Gifted Education Program at Conewago Valley School District is designed to meet individual needs of students who have been identified using guidelines set forth by the State of Pennsylvania's Education System. The vision of the Gifted Program is to provide enrichment and/or acceleration to students who are identified as needing gifted services. The review of the Gifted Education Plan required by the Future Ready Comprehensive Planning Process (FRCPP) created the opportunity for Conewago Valley School District to have a team of individuals with diverse skills and interests examine the screening, evaluation process, and services students received with gifted support. New Oxford Elementary School and Conewago Township Elementary School provide gifted and enrichment services to identified students in grades K-3. At the Elementary Level, all identified elementary gifted students have the opportunity to meet with the gifted support teacher a minimum of two times per four day learning cycle. Students participate in various activities with like minded peers in the areas of math, english language arts, science, and social studies. Examples of those activities are as follows; intelligence surveys, financial literacy units, career exploration and development, geographical studies and awareness and appreciation for the world around us. Both gifted and enrichment lessons strive to parallel classroom content while making a connection to real-world material. Activities frequently involve project-based learning, including opportunities for research and creative

production. Co-planning sessions are conducted with regular education teachers to ensure enrichment and learning opportunities are happening within the regular education setting as well as the gifted classroom. This is done through weekly team meetings, emails, and individual check-ins. Elementary students are also encouraged to participate in available contests, both district and local level when applicable, to expand and challenge their knowledge with other like-minded peers. Examples of contests may include a 24 challenge between the two elementary schools, the Young Invention Convention held at the local LIU, and other online learning opportunities that work to challenge and create lifelong learners. Conewago Valley Intermediate School provides gifted and enrichment services to students in grades four through six. At the intermediate level students meet with the gifted support teacher multiple times weekly for academic support and enrichment in academic areas. Students with GIEPs also meet weekly during their seminar block, a time designated for collaboration with and among like-minded peers. Gifted learners at CVIS participate in various enrichment activities aligned to grade level state standards incorporated to enhance their learning in their core academic areas. The gifted support teacher meets with regular education teachers in each academic area and grade level once a cycle in order to collaborate and plan enrichment learning activities for students with GIEPs that are aligned to standards specific to each subject area. Opportunities to participate in academic competitions (whether online or in-person) may arise throughout the year for students in each of the grade levels which would allow our gifted students the opportunity to work with and/or compete against students in other area school districts and beyond. At New Oxford Middle School Level (7-8), gifted students have the opportunity for enrichment with the general education teacher and the gifted support teacher. Gifted students are cluster grouped allowing for specific enrichment activities within their core classes. The gifted support teacher plans enrichment with the general education teachers that they then incorporate into lessons and units as the year progresses. The gifted support teacher also works with students on an individual basis during their seminar time to ensure they are reading texts on their level and to plan for extra enrichment. Since the students and teachers change year to year, the types of enrichment also change. Gifted students in grades 7 and 8 have the opportunity to work on various individual projects, competitions, and interest based activities. At New Oxford High School Level (9-12), gifted students have the opportunity to meet with the Gifted Support Teacher daily to participate in enrichment activities and/or discuss additional learning activities/gifted instruction in the general education classroom. The gifted support teacher meets regularly with her students on her caseload. Students are able to take online courses in addition to their regular course work. These courses can accelerate their learning in one particular area of interest and/or help them complete elective credits so they can continue to focus on their AP coursework and/or College in the High School courses. Gifted support students are able to take the following Advanced Placement courses: Language and Composition, Literature and Composition, Statistics, Calculus AB, Biology, Physics C, Environmental Science, Microeconomics, Macroeconomics, US History, World History and US Government and Politics. Some college level classes are taught by NOHS teachers through special arrangements with Harrisburg Area Community College (HACC) and Harrisburg University. A gifted student may simultaneously earn college and high school credit. At all levels, Gifted Education Teachers also incorporate specially designed instruction (SDI) options into the GIEP's for alternate assignments, which allow students to use their abilities/interests to create differentiated assignments. Students and teachers monitor progress towards goal attainment throughout the GIEP year. Progress towards goals is shared and reviewed with parents periodically and at the annual GIEP meeting. In addition to the activity's students participate in during their weekly instructional time, all general education teachers are provided a copy of the GIEP and/or review the GIEP on the Student Management System (SMS) to ensure enrichment opportunities are provided in the general education classroom as outlined in the goals, STLO's and identified SDI's. Our district gifted team meets monthly to review procedures, practices, and changes relating to GIEP's and the gifted and talented program in our school district. This team consists of the gifted support teachers in our district K-12 as well as the Director of Special Education and Student Services and Building Administrators. All gifted support teachers are also provided opportunities, local and state wide, to attend training in goal writing, resources, laws and state mandates, and to collaborate with neighboring districts regarding their gifted program.

5. Look at the district's most recent PIMS October 1 snapshot in field 80. How many students are identified in each area GY (gifted with or without a 504 and

receiving services on a GIEP); GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP); GX (gifted and does not require specially designed instruction). Provide the numbers for each category in PIMS. Are all the district’s gifted students accounted for in PIMS. If not, how are they different and how will you address the discrepancy?

GY = 53 students GX = 30 students We do not currently have any students identified within the GS category. All of our identified gifted students are accounted for in PIMS.

6. Review the district data for gifted identification proportionality. Is the district identification proportionately reaching the underrepresented populations? If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.

No. We are currently using the CogAT (cognitive abilities test) as one data point to aid in the identification and Child Find process. Our data analysis is showing that we may not be addressing the underrepresented populations. Recognizing that the CogAT may not fully capture the abilities of underrepresented populations, we are researching and vetting alternative nonverbal ability tests. We will revisit and revise the Matrix, looking at the weighted areas and whether to increase or decrease, add to our Environmental Cultural Factors Index questions, if we had other factors added may be able to increase the points received. Participation in the Spatial Ability Validity study for the CogAT shows our commitment to contributing to broader research and refining our local practices based on validated findings.

7. 22 Pa. Code § 16.5 (related to personnel) requires that a school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education.

Describe how the district is addressing this mandate, including information related to how and when general education teachers are trained and held accountable for delivering gifted services.

As part of our commitment to professional growth and student success, we are offering a comprehensive range of professional learning opportunities to support our teachers in the areas of special education, gifted education, and inclusive practices. For our new teachers, we are providing an IEP/Gifted Education Bootcamp as part of the induction process, equipping them with essential knowledge and tools to support diverse learners effectively. Teachers are also encouraged to participate in the annual PAGE (Pennsylvania Association for Gifted Education) conference, where they can engage with state-level experts and explore best practices in gifted education. Throughout the year, we are hosting targeted sessions during our March Professional Development Choice Day, allowing teachers to select workshops aligned with their specific needs and interests. Additionally, our gifted education teachers will share their expertise during faculty meetings or early dismissal days, presenting on key topics such as writing and implementing GIEPs (Gifted Individualized Education Plans). To ensure ongoing communication and resource sharing, we distribute a quarterly Gifted Newsletter to both parents and teachers, providing updates, strategies, and highlights of our gifted programs. To further strengthen our Multi-Tiered System of Supports (MTSS), we are emphasizing accountability in Tier 1 instruction, ensuring all students receive high-quality, differentiated teaching as the foundation for their success. This holistic approach to professional learning reflects our district's dedication to empowering teachers with the knowledge and tools needed to meet the diverse needs of our students.

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Signatures and Quality Assurance

C h i e f S c h o o l A d m i n i s t r a t o r	D a t e